

Montana Instructional Alignment Grade Level: 8		
Content Standards		
<b>Communication Arts Content Standard 1 Speaking and Listening</b> —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.		
Benchmark	Essential Learning Expectations	Essential Vocabulary
1.1 analyze and explain how the components of the communication process affect communication	A. Analyze the ways in which the various components of the communication process interact B. Analyze the positive and/or negative effects of the different communication components on communication	
1.2 analyze and explain how the components of the communication process affect communication	A. Adjust verbal and nonverbal delivery techniques appropriately to communicate effectively in various speaking situations B. Adjust the spoken register appropriately to fit audience and purpose	Verbal, nonverbal, spoken register
1.3 apply effective listening strategies to fit the purpose, situation, and setting of the communication	A. Apply appropriate listening strategies for receiving persuasive, informative and entertaining messages in both formal and informal settings. B. Apply appropriate listening strategies for classroom, small group, and out-of-classroom settings	
1.4 select and narrow topics for specific occasions and develop an appropriate introduction, body and conclusion to deliver speeches	A. Select and narrow topics to effectively present claims and findings, to inform, to discuss, to entertain and/or to persuade in ways that fit the specific occasion of a speech B. Present an introduction that states the thesis and has an attention-getter tailored to the topic and audience	Attention-getter, clincher

	<p>C. Organize the body by sequencing main ideas and supporting details, including effective transitions</p> <p>D. Present a conclusion that summarizes the information presented, restates the thesis and ends with a clincher statement</p>	
1.5 adapt communication to a variety of formal and informal audiences, settings and purposes	<p>A. Adapt communication to audience – peer groups and adults</p> <p>B. Adapt communication to setting – classroom, grade level and school</p> <p>C. Adapt communication to purpose – discuss, inform, persuade and entertain</p>	
1.6 use feedback to monitor and adjust speaking and listening effectiveness	<p>A. Gauge the audience response by the nature of probing questions and reflective comments and adjust speaking accordingly</p> <p>B. Acknowledge new information and the contributions of others, and justify own views and understandings in response to information presented orally</p> <p>C. Question and offer comments that extend a topic and/or bring the discussion back on topic as needed</p>	Probing, justify
1.7 compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians	<p>A. Compare and contrast the verbal and nonverbal aspects of storytellers</p> <p>B. Compare and contrast the appropriate behaviors of audiences in different cultures' oral traditions, including those of Montana American Indians (e.g., passive vs. active participation, audience gender roles, choral responses, use of rhythmic responses, use of props, applause, talking sticks, level of cultural privacy, etc.)</p>	



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	C. Compare and contrast different purposes, settings and modes of transmitting oral traditional stories	
1.8 explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communication to individuals and groups	A. Explain the importance of accurately referencing sources when speaking. B. Explain the importance of high ethical standards when communicating C. Explain the importance of communicating respectfully	Standards

**Communication Arts Content Standard 2 Reading**—Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
2.1 apply knowledge of word and sentence structure, analysis of word parts and context to decode unknown words	A. Apply knowledge of word part analysis to decode unknown words: affixes, roots B. Apply knowledge of sentence structure and parts of speech (noun, verb, adjective, adverb, interjection, pronoun, conjunctions, prepositions) to decode unknown words C. Apply context to decode unknown words	Affix, root, noun, verb, adjective, adverb, interjection, pronoun, conjunction, preposition
2.2 expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources	A. Apply knowledge of word part analysis to expand vocabulary <ul style="list-style-type: none"> <li>• Affixes</li> <li>• Roots</li> </ul> B. Apply knowledge of context clues to expand vocabulary C. Use reference sources to expand vocabulary <ul style="list-style-type: none"> <li>• Text</li> <li>• Dictionary</li> <li>• Thesaurus</li> </ul>	Affix, roots

2.3 adjust fluency based on purpose and content	A. Adjust fluency (reading rate) to match difficulty of text B. Adjust fluency (reading rate) based on reading purpose C. Adjust fluency (reading rate) based on content (e.g., skimming for facts, scanning for key words) D. Use careful reading for understanding of new/complex ideas	Fluency, scanning, skimming
2.4 identify when comprehension breaks down, analyze causes and self correct using effective strategies	A. Monitor comprehension and identify when comprehension breaks down B. Determine the cause of break down C. Select the appropriate strategy(s) to enhance comprehension (e.g., rereading, read ahead, determine word meaning, use text features, previewing, note taking, journaling)	
2.5 activate prior knowledge to connect text to self, text to text, and text to world	A. Use prior knowledge to connect text to self, text to text, and text to world	
2.6 make, revise, and explain predictions	A. Make a prediction using information from the text and personal knowledge B. Adjust prediction with additional information or further discussion C. Explain where prediction comes from and why made	

2.7 generate and answer literal, inferential, critical, and interpretive questions	A. Generate and answer literal questions B. Generate and answer inferential questions based on prior knowledge and text clues C. Generate and answer critical questions using support from text D. Generate and answer interpretive questions using text and background knowledge as support	Literal, inferential, critical, and interpretive questions.
2.8 recall and explain a series of events or the sequence of information to draw conclusions	A. Sequentially retell a story using multiple details B. Summarize an expository text using multiple details C. Use sequential retelling to practice drawing conclusions about various elements in the selection	Expository
2.9 summarize by stating main ideas and supporting details	A. State main ideas B. Select details that support the main idea C. Use main ideas and supporting details to generate a summary	
2.10 make and justify inferences based on context clues and/or background knowledge	A. Make inferences B. Identify and explain context clues and/or background knowledge used to make inferences C. Justify inferences using support from text and personal knowledge	Inference, justify
2.11 analyze text features to enhance comprehension	A. Analyze text features to enhance comprehension (e.g., introductions, graphs, maps, captions, photographs, illustrations, headings)	



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2.12 identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect	A. Identify various organizational structures of a selection: order of importance, spatial, problem-solution, and cause-effect B. Explain how organizational structure leads to better comprehension	
2.13 compare and contrast information to explain relationships and draw conclusions within and/or across texts	A. Identify similarities and differences in/or across texts B. Explain relationships based on similarities and differences C. Draw conclusions based on comparisons and explanations of relationships	
2.14 analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians	A. Read a variety of culturally diverse texts including those by and about Montana American Indians B. Analyze author's purpose C. Analyze point of view (perspective) D. Analyze how the author's word choice is influenced by culture	Perspective
2.15 set and monitor goals and reading progress	A. Identify reading strengths and weaknesses (e.g. fluency, word learning skills, lack of practice, vocabulary, comprehension) B. Select targets for improvement C. Monitor and record progress toward reaching goals	

<b>Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
3.1 compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood) across texts	A. Compare and contrast setting, plot and mood across texts B. Compare and contrast character and point of view across texts C. Compare and contrast conflict and resolution across texts	Compare, contrast, mood, setting, point of view, conflict/resolution
3.2 analyze how authors' choices of words, uses of figurative language and stylistic devices contribute to the meaning of literary works	A. Analyze how author's choice of words affect meaning in a variety of texts B. Analyze how author's choices of figurative language (e.g., simile, metaphor, idioms, and personification) contribute to the meaning of the text C. Analyze how author's choices of stylistic devices (e.g., repetition, sensory detail, foreshadowing) contribute to the meaning of literary works	Foreshadowing, figurative language, stylistic device
3.3 understand and define the characteristics of literary genres	A. Define the characteristics of a short story, novel and play B. Define and discuss the characteristics of poetry C. Compare/contrast the characteristics of literary genres such as autobiographies	
3.4 interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians	A. Interpret how literature influences societies including works by and about Montana American Indians B. Interpret how history and culture influence literature including works by and about Montana American Indians	

3.5 compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians	A. Identify author's cultural perspective B. Compare/contrast the author's cultural perspective in a variety of texts including works of Montana American Indians	
3.6 express personal ideas and feelings generated as a result of engaging with literature and offer justification	A. Express personal ideas generated as a result of engaging with literature B. Express personal feelings generated as a result of engaging with literature C. Use the text details to justify your personal ideas and feelings about the literature	

<b>Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.</b>		
<b>Benchmark</b>	<b>Essential Learning Expectations</b>	<b>Essential Vocabulary</b>
4.1 interpret and differentiate how techniques and technologies impact media messages	A. View media messages presented in a variety of technologies B. Interpret creator intent in media messages C. Differentiate between techniques used in a variety of media messages D. Differentiate between technologies used in a variety of media messages E. Examine how techniques and technologies influence media message creation and reception	
4.2 analyze the credibility of the sources of media messages	A. Analyze the credibility of the sources of media messages	



4.3 analyze the purpose of and recognize the effects of fact, fiction, opinion, bias and stereotypes in media messages on diverse groups of people, including Montana American Indians	A. Analyze the purpose of fact, fiction, and opinion in media messages B. Analyze the purpose of bias and stereotypes in various media messages C. Recognize the effects of fact, fiction, and opinion in media messages on diverse groups of people D. Recognize the effects of bias and stereotypes in media messages on diverse groups of people	
4.4 apply appropriate norms, rules, laws and etiquette in the use and creation of media messages	A. Apply appropriate rules in the use and creation of media messages B. Apply appropriate norms in the use and creation of media messages C. Apply appropriate laws in the use and creation of media messages D. Apply appropriate etiquette in the use and creation of media messages	
4.5 analyze the inherent consequences to self and others in the use and creation of media messages	A. Analyze the inherent consequences to self in the use and creation of any and all media messages B. Analyze the inherent consequences to others in the use and creation of any and all media messages	
4.6 create and analyze media messages for specific audiences and purposes	A. create media messages for specific audiences and purposes B. analyze media messages for specific audiences and purposes C. analyze created media messages for appropriateness and effectiveness	

4.7 identify how media messages embed values and influence individuals, cultures and societies	A. Identify how media messages embed values B. Identify how embedded values influence individuals, cultures and societies	
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**Communication Arts Content Standard 5 Writing** — Students will write to communicate effectively for a variety of purposes and audiences.

Benchmark	Essential Learning Expectations	Essential Vocabulary
5.1 apply the steps of the writing process in a variety of written work	A. Produce written arguments, informative/explanatory and narrative/creative works using the steps of the writing process B. Seek and apply feedback from a variety of sources to revise and edit to improve written work C. Apply effective revision strategies to improve written work	
5.2 select appropriate topics and generate thesis statements that indicate the writer's purpose for writing	A. Select and narrow topics; develop and refine specific thesis statements indicating purpose for writing	
5.3 generate and develop main ideas using a variety of relevant supporting details	A. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples related to the topic B. Use a variety of techniques such as dialogue and description to develop narrative writing C. Support claims with logical reasons and relevant evidence, using accurate, credible sources	

5.4 organize writing using transitions and a logical progression of ideas	<p>A. Introduce a topic and preview what is to follow</p> <p>B. Organize ideas and evidence logically, using strategies such as definition, classification, comparison/contrast, cause and effect</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas.</p> <p>D. Write a conclusion that follows from the information that was presented</p>	
5.5 demonstrate knowledge of language choices and their impact on writing through control of voice, strong sentence fluency, and effective word choice	<p>A. Use figurative language and powerful words and phrases to enhance writing</p> <p>B. Demonstrate knowledge of sentence structure by using simple, compound, complex, and compound-complex sentences effectively</p> <p>C. Adjust voice according to purpose and audience</p>	
5.6 apply conventions of standard written English (e.g., usage, punctuation, spelling) appropriate for purpose, audience, and form	<p>A. Write legibly in manuscript and cursive</p> <p>B. Use keyboarding skills in writing</p> <p>C. Use appropriate punctuation to indicate a pause or break</p> <p>D. Recognize verbals and their function</p> <p>E. Recognize and correct inappropriate shifts in verb tense and usage</p> <p>F. Use correct spelling</p> <p>G. Correctly use ellipsis to indicate an omission</p>	
5.7 identify and describe the purpose, audience, format, and tone in one's own writing	<p>A. Write using various formats for a variety of purposes and audiences.</p> <p>B. Identify the format, purpose, audience</p>	



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	and tone in one's own writing	
5.8 analyze the characteristics of different writing forms and genres and write in a variety of forms and genres	<p>A. Analyze the characteristics of different forms/genres/mode in text</p> <p>B. Write argument, informative/explanatory and narrative/creative texts in a variety of forms</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p>	
5.9 compose written works demonstrating ability to sustain focus throughout a variety of forms and genres	<p>A. Establish and maintain focus when composing written works in a variety of forms and genres</p> <p>B. Strengthen focus through various prewriting activities, organizational structures and revision strategies</p>	
5.10 use information problem solving process to collect and utilize information to research a topic	<p>A. Identify self-generated research tasks</p> <p>B. Generate research questions</p> <p>C. Search for possible resources using search terms effectively</p> <p>D. Gather relevant information from multiple print and digital sources</p> <p>E. Determine the credibility of sources.</p> <p>F. Quote or paraphrase the data and conclusions of others and cite following standard citation format</p> <p>G. Share results of the research with others</p>	

5.11 obtain and use information legally and respectfully, and appropriately credit ideas and works of others, including those of Montana American Indians	A. Obtain and use information legally and respectfully, particularly that of Montana American Indians B. Credit ideas and works of others in standard textual and bibliographic format	
5.12 set goals, seek feedback and monitor writing progress	A. Set appropriate goals for writing progress B. Seek feedback in setting goals C. Seek feedback in progress toward goals	
5.13 use writing as a means of clarifying thought and reflecting on learning	A. Use guided writing activities to clarify and check comprehension of new concepts and ideas B. Use writing activities to reflect on learning C. Use writing to reflect on personal learning experiences	